

competencies for training and development professionals



assessing performance needs

designing training

facilitating training

supporting transfer of learning

evaluating training

photocopying policy

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foreword

The Canadian Society for Training and Development (CSTD) —Canada’s professional association focused on training, learning and performance in the workplace—shares *Competencies for Training and Development Professionals* (*Competencies*) with you as a key resource for your growth as a training and development professional.

Training and development professionals work in all provinces and industries in Canada—in corporate, government, and non-profit organizations. Professionals in this field can also assume a variety of roles: administrators (who oversee the running of training and development groups), instructors, instructional designers (who plan and develop learning programs), project managers (who oversee large training efforts), curriculum planners, managers, performance consultants (who assess a situation and suggest whether or not training can address it) and evaluators (who assess the effectiveness of training programs).

Despite this diversity of work environments and roles, competent performance of training and development professionals has remarkable similarities. These *Competencies* try to capture them. Note that these *Competencies* present the breadth of competent performance; no single training and development professional uses all of these competencies every day and many specialize in a subset of them.

These *Competencies* can help guide your professional development efforts at each phase of your career:

- For those thinking about careers in training and development, use the *Competencies* to discover the breadth of effective, competent, performance. You can use these *Competencies* to decide, “Would I like to do this kind of work?” If you decide yes, you can use these *Competencies* to suggest, “And which aspect of this work interests me the most?”
- For those just starting careers in training and development, these *Competencies* provide a roadmap for professional development. You might start by developing a general familiarity with all of the competencies and developing expertise in one of the five competency categories:
 - Assessing performance needs
 - Designing training
 - Facilitating training
 - Supporting transfer of learning
 - Evaluating training
- For those who have built up some experience in the field, you might consider strengthening your competency in one of those five core categories of competencies, or developing expertise in more specialized competencies within those categories.
- For those managing trainers or thinking about doing so, you might consider using these *Competencies* to guide you in writing job descriptions and performance plans for your staff, and as a basis for evaluating their performance.
- Most significantly, for those seeking external recognition of your expertise in the field, you might consider certification. The competencies named in these *Competencies* form the basis of the CSTD certification process. CSTD offers two routes to certification:
 - Examination, intended for any candidate who meets the prerequisites and which involves taking a knowledge exam to demonstrate your general familiarity with the competencies as well as a skill assessment in which you demonstrate your competency in a specific competency category.
 - Portfolio assessment, intended for experienced candidates, and which involves preparing a portfolio that demonstrates your general familiarity with all of the competencies and your demonstrated success in practicing them.

For more information on current requirements for certification, as well as the process for achieving certification through both the examination and portfolio assessments, visit the Certification page on the CSTD website.

foreword cont'd

These *Competencies for Training and Development Professionals* represent the collective wisdom of scores of dedicated training and development professionals who have contributed to this document since the first edition was published in 1976. Known at that time as *Competency Analysis for Trainers: A Personal Planning Guide* (CAT), and published by CSTD's predecessor organization, the Ontario Society for Training and Development (OSTD), the CAT served a similar need to the current document: a response to the needs of practitioners seeking recognition for their professional competencies and achievement. At that time, OSTD offered a Professional Development Accreditation Program (PDAP), a self-assessment and peer-reviewed program designed to provide an inventory of knowledge and skills, an indication of development needs, and recognition of professional development with Certificates of Achievement at the Basic, Intermediate, and Advanced levels. OSTD published a revised version of the document in 1987, under the title, *Competency Analysis for Trainers:*

A Professional Assessment and Development Guide.

In an effort to further strengthen the *Competency Analysis for Trainers* and in conjunction with the launch of a more formal certification program, OSTD published the next edition in 1995. The more comprehensive resource, the *Training Competency Architecture* (TCA) and companion *Training Competency Architecture Toolkit* identified the competencies and established the criteria for competent performance within five major competency categories: analyzing performance/training needs, designing training, facilitating/instructing, evaluating training, and coaching the application of training. These competencies served as the basis of the Certified Training and Development Professional (CTDP) designation, which OSTD introduced in the same year. The TCA was revised again in 2001. Two years later, OSTD expanded its mission to serve all of Canada and became the Canadian Society for Training and Development.

Recognizing that many professionals in this field primarily work as instructors, CSTD launched a second certification, the Certified Training Practitioner (CTP) designation, in 2008. Like the CTDP, candidates for the CTP have two routes to certification. The certification assesses candidates' knowledge and skill in the Facilitating competency.

Recognizing, too, that the everyday practice of training and development continued to evolve in response to new technologies for learning and changing economic conditions, CSTD initiated its next periodic revision to the TCA in 2008. The result is *Competencies for Training and Development Professionals*.

Preparation of this edition of the *Competencies* involved extensive reviews by several teams of experienced training and development professionals, who validated the work at each phase of development. Their work builds, in turn, on the voluntary contributions of the many training and development professionals who participated in the development of the previous editions. The Acknowledgements section attempts to identify all of these contributors. I hope you'll take a moment to read their names and join CSTD and me in thanking them for making this publication possible.

Saul Carliner, PhD, CTDP
Member, CSTD Board of Directors
Chair, Certification Steering Committee

about CSTD

CSTD is Canada's professional association focused on training, learning and performance in the workplace. CSTD is a strategic world leader driving excellence in workplace learning and impacting business success. CSTD is focused on defining the requisite body of knowledge, and code of ethics, on developing the competencies of its members and on promoting and improving their collective reputation and image. To that end, CSTD:

- Publishes *Competencies for Training and Development Professionals*, administers two certification programs: Certified Training and Development Professional (CTDP) and Certified Training Practitioner (CTP)
- Promotes formal learning for practitioners through our annual conference, symposia, webcasts, meetings, and workshops
- Offers informal learning through our Canadian Learning Journal, e-newsletter, and website
- Facilitates networking through chapter meetings
- Promotes the profession through the annual Learn@Work week, strategic relationships, and similar outreach activities

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acknowledgements

We gratefully acknowledge the many CSTD/OSTD professional members who voluntarily contributed countless hours over the past four decades to the development of the competencies for training and development professionals as outlined in the Foreword. Without their efforts, this contribution to the field of training and development would not be possible.

Competencies for Training and Development Professionals

Louise Grummitt, CTD, and Robin Martin, CTD, Benchmark Performance Inc. led the design team for the 2010 edition and worked through the process of streamlining the document and updating all competencies.

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acknowledgements cont'd

Training Competency Architecture (TCA) and Toolkit

Valerie Dixon, CTD, Learnware Design Inc., designed the TCA structure and led the project team in the research, development and documentation of the 1995 edition, which included Kathleen Conway, Karen Ashley, and Nancy Stewart, and updated the 2001 edition.

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First edition, 1976

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introduction

In this introduction, we clarify the purpose of the *Competencies for Training and Development Professionals*, define key terms, and suggest how the Competencies can be used.

Purpose

CSTD has developed the *Competencies for Training and Development Professionals* to:

- Present a clear picture of competent performance, based on generally accepted practice
- Promote effective training that produces results for participants and the organization that sponsors the training
- Enhance the credibility, respect and professional status of people working in training and development
- Provide a framework for the design and development of curricula and courses in training and development
- Recognize training is not an exact science and the focus for competent performance in this field should be on the practical application of generally accepted practices
- Provide a foundation for the CSTD certification process.

Competencies

Competencies can be defined as clusters of interrelated knowledge, skills, attitudes and values necessary for performing effectively in a particular area.

Training and Development Professionals

People often use the term “training and development” (as in “Canadian Society for Training and Development”) to refer to the work of people who develop learning programs for the workplace.

Training refers to a planned process to build skills and knowledge through specific learning experiences. Training is designed to ensure learners can meet specific learning objectives that support identified performance outcomes on tasks people do on the job. Because training typically occurs through structured learning experiences in the workplace, most people who participate in training and development are adults.

Development refers to planned activities that help people achieve their potential within a work or career context. In some instances, development refers to activities that help learners transfer what they have learned in training to their jobs. In other instances, development refers to activities like career planning, performance planning, coaching and mentoring that help people plan and prepare for future work assignments and careers.

Training and development professionals include anyone who plans, designs, develops, delivers, evaluates or administers training or development, as all or part of their work.

introduction cont'd

Using the Competencies

You can use the *Competencies for Training and Development Professionals* to:

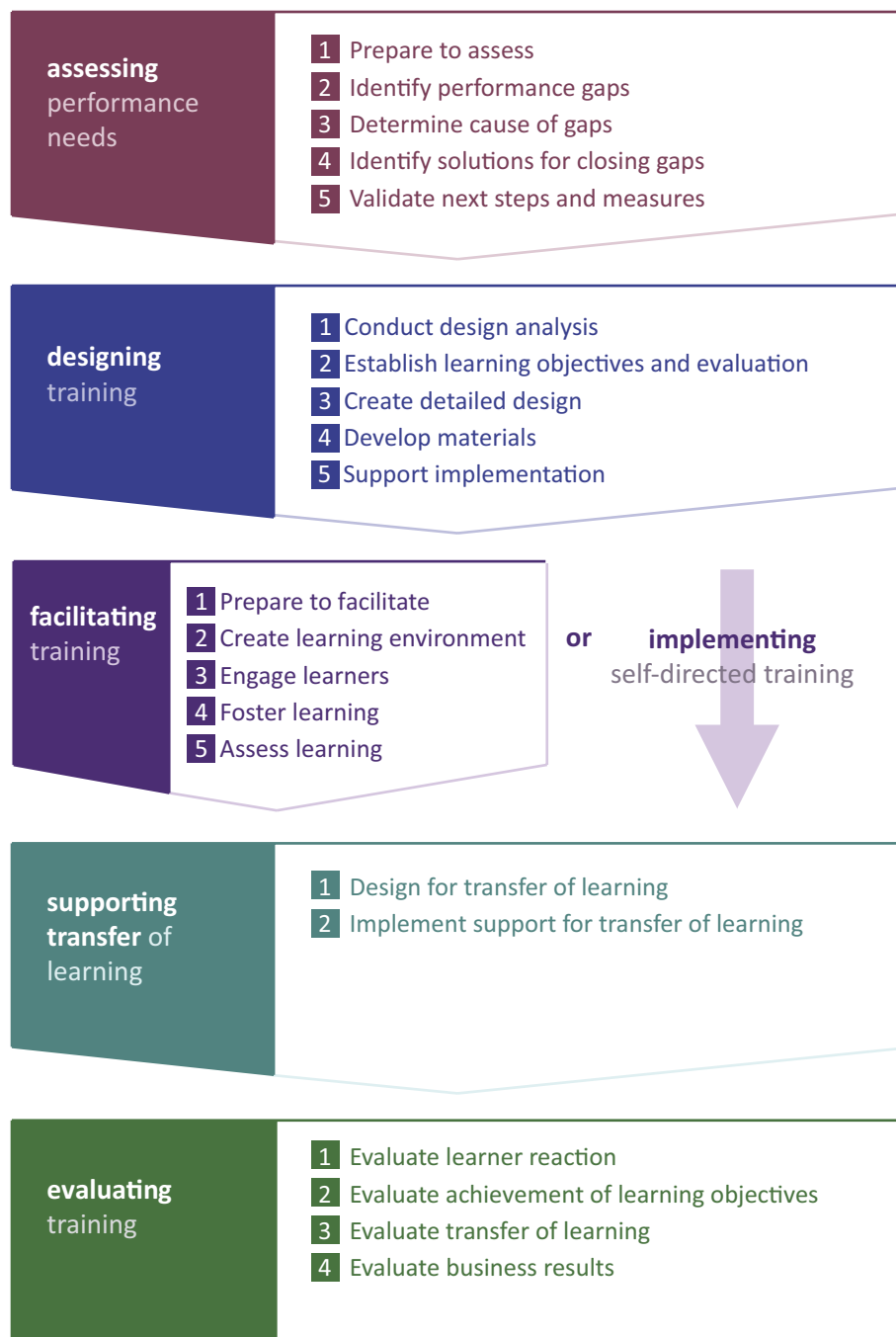
- Design or define responsibilities for a job or position as a training and development professional
- Manage a team of training and development professionals, assign work to them and assess their work performance
- Assess your own performance to identify specific opportunities to strengthen your skills and ensure you provide a competent level of service to internal or external clients
- Prepare to demonstrate your professional competence through CSTD certification.

The competencies in this document define effective performance, but do not provide specific “how to” instructions. For example, we do not tell you how to perform competencies such as conduct a task analysis, or how to gain approval from stakeholders. This document identifies key, core competencies for the profession and is not an exhaustive documentation of the full spectrum of training competencies.

overall structure

The competencies are organized into five categories: assessing performance needs, designing training, facilitating training, supporting the transfer of learning and evaluating training.

Within each category, we identify first, second and third level competencies. The first level competencies for each category are listed in the diagram below.



what's in each category

Each of the five categories is structured the same way, as illustrated below.

facilitating training-1

facilitating training

Introduction

Facilitating training can range in scope from a classroom with a few people, to a webinar with hundreds, even thousands, of participants. The content can be equally varied, from product knowledge to product sales to technical skills to complex medical procedures.

People often use the terms “facilitator”, “instructor” and “trainer” interchangeably. We call this competency category “facilitating” because it means literally “making things easier”.

Competent facilitation of training ensures:


- the environment is conducive to learning
- learners are as engaged in learning as possible

The first page introduces the category. The introduction describes the overall purpose, terminology, importance of the category and other considerations. The introduction also clarifies what's in and out of the scope of *Competencies for Training and Development Professionals*.

designing training-3

designing training

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages. Competencies specific to designing e-learning or using web-based tools are indicated with .

- 1 Conduct design analysis**
 - 1a** Confirm training will address the identified performance gap(s)
 - 1b** Determine context requirements for training
 - 1c** Research subject matter
 - 1d** Conduct task (instructional) analysis
 - 1e** Plan for designing training

The second page provides an overview of the first and second level competencies. Training and development professionals need to be proficient at all second level competencies to be fully competent at the first level competency. The first level competencies are designated with a number, and the second level competencies are designated with a number and letter.

assessing performance needs-4

1 Prepare to assess

Importance

The impact of mastering these competencies is:

- You focus on the needs of the organization and avoid a “knee-jerk” response to requests for training
- You plan for an efficient and effective assessment of performance needs
- You start building a partnership with your client.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

- 1a Clarify the client perspective**
 - ☐ Explore what the client thinks is actually happening versus what should be happening
 - ☐ Identify changes the client wants to see (such as desired performance outcomes or behaviour)
 - ☐ Determine m

The subsequent pages describe the importance of each second level competency, and list their underlying third level competencies. The third level competencies are designated with a check box. Training and development professionals need to be proficient at all third level competencies to be fully competent at the second level competency.

assessing performance needs-5

1 Prepare to assess

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Plan for assessing performance needs	<ul style="list-style-type: none"> Plan includes rationale for assessing performance needs, resources required, budget, target audience to be studied, data required, rationale for data collection method(s), who should provide data, sample size and distribution of data Plan includes comprehensive list of activities and timing, with clear roles and

These pages also identify typical outputs and quality criteria for these outputs.

professional development

There are many ways you can use the *Competencies for Training and Development Professionals* to support your growth.

Your growth as a training and development professional continues throughout your career. With experience, many training and development professionals expand their roles and, in the process, master additional competencies. For example, you may start your career as a facilitator, then become a designer of training. Later, you might move into the complex field of assessing performance needs. Although familiarity with the other roles is essential throughout your career, with each transition, you need to master the competencies for these new roles.

Here are some ways you can use *Competencies for Training and Development Professionals* to support your growth.

Self-assessment	<p>Assess your current skill and knowledge against the Competencies.</p> <p>Assess the outputs you produce against the Quality Criteria.</p>
Reading	<p>Read classic and current books, articles and websites, using the <i>Competencies</i> as a guide. See the selected bibliography for a list of books to get you started, or visit the CSTD website for a list of research and resources (www.cstd.ca).</p>
Courses	<p>Participate in specific college, university or other programs that are mapped to these competencies. Visit the CSTD website for a list of programs (www.cstd.ca).</p>
Guided observation	<p>Watch skilled practitioners in action, using the <i>Competencies</i> as a checklist of criteria for successful performance.</p> <p>Review the products of other people's work, using the <i>Competencies</i> as a checklist of criteria for successful performance.</p>
Guided practice	<p>Have a colleague observe or review your work and provide feedback, using the <i>Competencies</i> as a checklist of criteria for successful performance.</p>
Demonstration of mastery	<p>Have a competent practitioner assess your performance against the <i>Competencies</i>. One way to do this is by completing your CSTD certification. Visit the CSTD website for more information (www.cstd.ca).</p>

assessing performance needs

Introduction

Assessing performance needs can range from a designer taking a few hours to clarify what learners should be able to do after training, to an experienced training and development professional taking weeks to conduct a needs assessment of a complex performance issue that involves many work processes, functions and roles.

Performance refers to behaviours that produce measurable results and that indicate progress towards – or achievement of – an important outcome. Performance at the individual level depends on clear expectations, meaningful feedback, and having the resources, skills and knowledge, plus motivation to perform.

Since training primarily addresses the skills and knowledge component of performance, training and development professionals may need to assess performance needs in response to a request for training. They do this to determine whether a “non-training” intervention is required instead of, or in addition to, training.

A “non-training” intervention is any solution other than training that will help to close a performance gap, such as clarifying expectations, providing timely feedback, improving equipment, improving processes, or providing incentives.

People often use the terms “assessing” and “analyzing” performance needs interchangeably. Strictly speaking, a needs analysis, also called a cause analysis, is just the part of assessing performance needs where you determine what is causing or contributing to specific performance gaps. Assessing performance needs includes a number of additional steps, including identification of performance gaps and solutions for closing those gaps.

Competent assessment of performance needs ensures:

- the facts support any assumptions
- you address the right problem(s) and cause(s)
- you don’t jump to training as a solution
- you identify the best solution or blend of solutions
- you determine how to evaluate results.

Assessing performance needs is the most complex of the competency categories. It’s complex because, in addition to the key competencies outlined in the following pages, successful analysis also involves a number of other, inter-related competencies that are beyond the scope of *Competencies for Training and Development Professionals*. These other competencies include: adaptability, analytical thinking, building partnerships with stakeholders, change management, conceptual thinking, consulting orientation, dealing with ambiguity, leadership, listening and responding, organizational awareness, relationship building, self-confidence, service orientation, strategic business sense, and synthesis of disparate facts into a coherent whole.

If you have not already developed these additional competencies, we recommend you seek assistance when undertaking your first few complex needs assessments.

Assessing performance needs is different from process improvement, where the primary focus is on making work procedures more efficient and effective, and from organization development, where the primary focus is on strengthening the functioning of groups.

You can assess performance needs at the job (individual or team), process and organization level. The primary focus in *Competencies for Training and Development Professionals* is on the job level of performance. However, you also consider the process and organization levels when determining the causes of performance gaps and solutions for closing gaps.

assessing performance needs

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages.

Competencies specific to web-based tools are indicated with .

1 Prepare to assess

- 1a** Clarify the client perspective
- 1b** Gather initial information
- 1c** Plan needs assessment

2 Identify performance gaps

- 2a** Gather data to determine current and desired performance outcomes
- 2b** Conduct job, competency or goal analysis to determine desired performance outcomes
- 2c** Determine performance gaps and opportunities for improving performance
- 2d** Identify desired performance outcomes and business measures

3 Determine causes of performance gaps

- 3a** Determine job level causes
- 3b** Determine process level causes
- 3c** Determine organization level causes

4 Identify requirements for closing gaps

- 4a** Identify potential solutions for closing performance gaps
- 4b** Select non-training and training solutions
- 4c** Plan to support transfer of learning
- 4d** Plan to evaluate transfer of learning and business results

5 Validate next steps and measures

- 5a** Prepare needs assessment report
- 5b** Present report to client
- 5c** Secure sign-off and support for recommended solutions

1 Prepare to assess

Importance

The impact of mastering these competencies is:

- You focus on the needs of the organization and avoid a “knee-jerk” response to requests for training
- You plan for an efficient and effective assessment of performance needs
- You start building a partnership with your client.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

1a Clarify the client perspective

- ☐ Explore what the client thinks is actually happening versus what should be happening
- ☐ Identify changes the client wants to see (such as desired performance outcomes or behaviour)
- ☐ Determine measurable business results the client expects changes will bring
- ☐ Identify stakeholders who will influence the project, along with their roles
- ☐ Identify organizational realities and environmental factors the client is dealing with
- ☐ Determine how decisions about recommended solutions will be made
- ☐ Address any client requests or concerns that could detract from a successful needs assessment

1b Gather initial information

- ☐ Determine extent to which the client’s perspective is shared by other stakeholders
- ☐ Gather information to substantiate, or negate, the client’s and shareholders’ perspectives
- ☐ Identify political, economic, social and technical factors affecting the organization
- ☐ Confirm desired performance has potential to impact business results
- ☐ Determine risk involved in implementing a proposed solution without conducting a needs assessment

1c Plan needs assessment

- ☐ Determine resources, time and budget available for the needs assessment
- ☐ Define target audience to be addressed by the needs assessment
- ☐ Determine data required to identify causes of performance gaps and potential solutions
- ☐ Determine the most efficient, effective and ethical methods for collecting data required
- ☐ Determine who should participate in providing data
- ☐ Plan sample size and distribution to ensure valid and reliable data
- ☐ Develop project plan for the needs assessment

1 Prepare to assess

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Plan for assessing performance needs	<ul style="list-style-type: none"> • Plan includes rationale for assessing performance needs, resources required, budget, target audience to be studied, data required, rationale for data collection method(s), who should provide data, sample size and distribution of data • Plan includes comprehensive list of activities and timing, with clear roles and responsibilities • Plan describes proposed content of the needs assessment report • Plan addresses needs and concerns of client and other stakeholders • Plan is approved by client

assessing performance needs

1 Prepare to assess	2 Identify performance gaps	3 Determine causes of gaps	4 Identify solution for closing gaps	5 Validate next steps and measures
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2 Identify performance gaps

Importance

The impact of mastering these competencies is:

- You can base interventions for improving performance on accurate, unbiased data
- You have data about the existing state so you can determine the impact of interventions to improve performance.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

2a Gather data to determine current and desired performance outcomes

- ☐ Review documentation (such as job descriptions, process diagrams, incident reports)
- ☐ Observe performance (such as user acceptance testing, client calls, daily routines)
- ☐ Conduct structured interviews, in person or by phone
- ☐ Conduct focus groups, in person or using web technology
- ☐ Design and administer questionnaires, using print, phone or web technology
- ☐ Address confidentiality and privacy issues
- ☐ Manage deviations from plan so data are not contaminated

2b Conduct job, competency or goal analysis to determine desired performance outcomes

- ☐ Determine which type of analysis (job, competency or goal analysis) to conduct
- ☐ Work with subject matter experts (SMEs) and conduct job analysis to:
 - Determine functions and tasks for specific roles
 - Determine performance standards for tasks
 - Identify how to adjust roles to minimize overlap and clarify accountability for all key functions and tasks
- ☐ Work with subject matter experts (SMEs) and conduct competency analysis to:
 - Determine an overall structure or framework for competencies
 - Identify competencies and sub-competencies within the structure or framework
- ☐ Work with subject matter experts (SMEs) and conduct goal (topic) analysis to:
 - Identify specific tasks related to a goal or topic (such as teamwork, communication, supervision)
 - Determine performance standards for tasks

2c Determine performance gaps and opportunities for improving performance

- ☐ Analyze data to identify specific performance gaps and opportunities for improving performance
- ☐ Determine possible cause-effect relationships among performance gaps
- ☐ Determine relative impact of performance gaps
- ☐ Maintain integrity of analysis while dealing with the reality of incomplete data

2 Identify performance gaps

Second and Third Level Competencies cont'd

2d Identify desired performance outcomes and business measures

- ☐ Write statements describing:
 - The observable outcome desired
 - The conditions under which the outcome may be achieved
 - The business measures that will indicate whether the outcome has been achieved
 - The targeted level of that business measure, if appropriate
- ☐ Validate desired performance outcomes and business measures

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Job, competency or goal analysis	<ul style="list-style-type: none"> Appropriate method of analysis is used <p>For job analysis:</p> <ul style="list-style-type: none"> Job analysis identifies functions and tasks for specific roles Job analysis identifies performance standards for tasks Tasks are clearly stated using active and appropriate verbs <p>For competency analysis:</p> <ul style="list-style-type: none"> Competency analysis identifies competencies and sub-competencies within a structure or framework Competencies are clearly stated using active and appropriate verbs <p>For goal (topic) analysis:</p> <ul style="list-style-type: none"> Goal analysis identifies specific tasks related to a goal or topic Goal analysis identifies performance standards for tasks Tasks are clearly stated using active and appropriate verbs
Analysis of performance gaps and opportunities to improve performance	<ul style="list-style-type: none"> Analysis identifies gap(s) between current and desired performance outcomes Analysis stated in terms of specific performance outcomes Performance outcomes state observable outcome desired and conditions under which the outcome may be achieved Business measures and targets identified that will indicate whether performance outcomes have been achieved Analysis based on accurate and reliable data Analysis determines cause-effect relationships among performance gaps

1 Prepare to assess	2 Identify performance gaps	3 Determine causes of gaps	4 Identify solution for closing gaps	5 Validate next steps and measures
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3 Determine causes of performance gaps

Importance

The impact of mastering these competencies is:

- You can offer an explanation for performance gaps that is rooted in data collected
- You take a comprehensive approach to analyzing performance at the job, process and organization level
- You can later recommend training and non-training solutions, and explain how they address causes of performance gaps.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

3a Determine job level causes

- ☐ Review data from documentation, observation of performance, structured interviews, focus groups, or questionnaires
- ☐ Analyze data to determine extent to which performance is impacted by:
 - Expectations that are unclear or seen as unrealistic
 - Feedback that is not specific and timely
 - Tools and resources that are not effective and efficient
 - Consequences that, on balance, do not support performance
 - Incentives that, on balance, do not support performance
 - Skills and knowledge of the performers, including skills for using technology
 - Ability of the performers

3b Determine process level causes

- ☐ Review data from documentation, observation of performance, structured interviews, focus groups, or questionnaires
- ☐ Analyze data to determine extent to which performance is impacted by:
 - Work processes or procedures that do not support desired performance outcomes (such as complicated to follow, inefficient, overlapping with other areas)
 - Technology that does not perform as expected or that users have difficulty using as intended

3c Determine organization level causes

- ☐ Review data from documentation, observation of performance, structured interviews, focus groups, or questionnaires
- ☐ Analyze data to determine extent to which performance is impacted by:
 - Organizational structure that does not support job-level performance
 - Desired performance outcomes that are not aligned with business strategies
 - Desired performance outcomes that are not aligned with vision and values

3 Determine causes of performance gaps

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
List of causes of performance gaps	<ul style="list-style-type: none"> • Causes based on accurate and reliable data and sound analysis • List of causes considers all likely causes at a job, process and organization level • List of causes identifies cause-effect relationships among the various causes

1 Prepare to assess	2 Identify performance gaps	3 Determine causes of gaps	4 Identify solution for closing gaps	5 Validate next steps and measures
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4 Identify requirements for closing gaps

Importance

The impact of mastering these competencies is:

- You identify non-training and training solutions that address causes of performance gaps
- You take a comprehensive approach to identifying solutions at the job, process and organization level
- You make recommendations based on sound decision-making principles and the best available data.


Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).


4a Identify potential solutions for closing performance gaps

- ☐ Set priority on performance gaps
- ☐ Generate a wide range of possible solutions for closing priority gaps by addressing causes (such as process improvement, leadership endorsement, role clarification, incentives, web-based tools, technology changes, training events)

4b Select non-training and training solutions

- ☐ Determine criteria for evaluating alternate solutions (such as potential impact on performance gaps, cost to design, cost to implement)
- ☐ Identify technology (such as software and authoring tools) and issues (such as bandwidth, security precautions and network accessibility) for distributing information and learning 
- ☐ Gather data to assess alternative solutions against the set of criteria
- ☐ Determine solutions that best meet the criteria
- ☐ Identify dependencies among all solutions recommended
- ☐ Assess risks associated with implementing each of the preferred solutions

4c Plan to support transfer of learning

- ☐ Recommend initiatives to support transfer of learning to the workplace (such as communication of expectations, feedback mechanisms, coaching/mentoring support and incentives)
- ☐ Determine resources required to support transfer of learning to the workplace
- ☐ Determine how technology can support transfer of learning (such as automated reminders, online performance tracking and links to support) 

4d Plan to evaluate transfer of learning and business results

- ☐ Identify pre-training (benchmark) performance and business measures
- ☐ Recommend how post-training performance and business results should be assessed against benchmark data
- ☐ Determine timing for evaluation and resources required

4 Identify requirements for closing gaps

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
List of non-training solutions in order of priority	<ul style="list-style-type: none"> List identifies how each solution will address causes of specific performance gaps to achieve desired performance outcomes List identifies dependencies on other solutions recommended Solutions include descriptions of actions required to implement each solution Solutions include estimate of resources and technology required
List of training solutions in order of priority	<ul style="list-style-type: none"> List identifies how each solution will address causes of specific performance gaps to achieve desired performance outcomes List identifies dependencies on other solutions recommended Solutions include descriptions of actions required to implement each solution Solutions include an estimate of the resources and technology required
Plan for supporting transfer of learning	<ul style="list-style-type: none"> Plan includes realistic solutions for transfer of learning to the workplace, based on desired performance outcomes (such as communication of expectation, feedback mechanisms, coaching/mentoring support and incentives) Plan identifies resources and time required to implement support for transfer of learning to the workplace Plan identifies technology to support transfer of learning 🖥️
Plan for evaluation of training	<ul style="list-style-type: none"> Plan identifies what data will be gathered and analyzed Plan identifies when evaluation will be conducted Plan includes benchmarks of pre-training performance and business results Plan includes estimate of resources required to implement evaluation plan

1 Prepare to assess	2 Identify performance gaps	3 Determine causes of gaps	4 Identify solution for closing gaps	5 Validate next steps and measures
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5 Validate next steps and measures

Importance

The impact of mastering these competencies is:

- You build support for the effective implementation of training and non-training solutions
- You identify which solutions will be implemented, and order of priority, in consultation with the client
- You set the stage for evaluation against specific business measures and desired performance outcomes
- You identify priority tasks for training.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

5a Prepare needs assessment report

- ☐ Explain purpose of needs assessment
- ☐ Describe process followed to conduct the needs assessment
- ☐ Summarize key findings of needs assessment
- ☐ Present desired performance outcomes and recommended business measures
- ☐ Describe implications of not addressing the performance gaps
- ☐ Present recommended training and non-training solutions based on key findings
- ☐ Identify target audience for training, and whether training is mandatory
- ☐ Present recommendations for supporting transfer of learning
- ☐ Present recommendations for evaluating solutions
- ☐ Present recommendations for how to assess learner reaction, learning objectives and transfer of learning at an aggregate level
- ☐ Prepare draft implementation plan
- ☐ Prepare executive summary for the report

5b Present report to client

- ☐ Prepare agenda for meeting with the client and key stakeholders
- ☐ Present highlights of needs assessment report
- ☐ Facilitate discussion with the client and key stakeholders
- ☐ Respond to questions and address concerns
- ☐ Confirm how and when a decision will be made regarding recommendations

5c Secure sign-off and support for recommended solutions

- ☐ Incorporate modifications from client and key stakeholders
- ☐ Confirm priority tasks or competencies for training with client
- ☐ Validate implementation plan with client

5 Validate next steps and measures

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Needs assessment report	<ul style="list-style-type: none"> • Report includes executive summary, purpose, process, key findings, potential performance outcomes and recommended business measures, implications of not addressing performance gaps, rationale for recommended training and non-training solutions, target audience for training and whether training is mandatory • Report updated to include modifications based on feedback from the client and key stakeholders
Presentation of needs assessment report	<ul style="list-style-type: none"> • Presentation begins with an agenda • Presentation highlights recommended training and non-training solutions based on key findings • Presentation provides an opportunity for client and stakeholders to ask questions • Presentation addressed questions asked or concerns raised by client and stakeholders

1 Prepare to assess	2 Identify performance gaps	3 Determine causes of gaps	4 Identify solution for closing gaps	5 Validate next steps and measures
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designing training

Introduction

Designing training can range from creating a 15-minute e-learning self-paced tutorial on using a new software application, to building a multi-year curriculum using many delivery channels for managers across a large organization. Content can range from highly technical skills, to skills like project management or sales, to “softer” skills like communication.

Designing training is also referred to as “instructional design” and “training design and development”. People who design training programs are often called “instructional designers”.

Competent design of training ensures:

- learning objectives support desired performance outcomes and business measures
- content is focused on “need to know” versus “nice to know”
- tasks are presented clearly and concisely
- opportunities for practice are frequent and effective
- training materials support learning
- learners can demonstrate new skills and knowledge
- facilitators are set up for success with a well-designed program.


Designing training starts with a clear understanding of the business measures and desired performance outcomes. If this information is not available, it’s important to assess performance needs first. The performance needs assessment should confirm desired performance outcomes and business measures, identify the causes of any performance gaps, and determine whether training will help to close these gaps.

If you can’t confirm that training will help close identified performance gaps, as a training and development professional you are obliged to advise the client that an investment in training might not pay off.

Because design of training should be based on desired performance outcomes, you need an understanding of the competencies for assessing performance needs to be an effective instructional designer. Because design of classroom and virtual classroom training will be delivered by facilitators, you should also have an understanding of the competencies for facilitating training.

designing training

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages. Competencies specific to designing e-learning or using web-based tools are indicated with .


1 Conduct design analysis

- 1a Confirm training will address the identified performance gap(s)
- 1b Determine context requirements for training
- 1c Research subject matter
- 1d Conduct task analysis
- 1e Plan for designing training



2 Establish learning objectives and evaluation

- 2a Write learning objectives
- 2b Design evaluation of achievement of learning objectives
- 2c Develop materials to evaluate achievement of learning objectives

3 Create detailed design

- 3a Determine delivery channel(s)
- 3b Create detailed outline for the training
- 3c Design support for transfer of learning
- 3d Prototype training materials
- 3e Prototype online interface 
- 3f Conduct design walkthrough

4 Develop materials

- 4a Develop learner and facilitator guides
- 4b Develop storyboards for e-learning 
- 4c Develop materials to support transfer of learning
- 4d Produce audio, video and visual aids
- 4e Produce e-learning program 
- 4f Develop materials to evaluate learner reaction
- 4g Develop materials to evaluate transfer of learning
- 4h Validate training design and materials

5 Support implementation

- 5a Manage publication and distribution of materials
- 5b Prepare for delivery
- 5c Prepare support for transfer of learning
- 5d Plan for maintenance

1 Conduct design analysis

Importance

The impact of mastering these competencies is:

- You ensure the training solution will address performance gaps
- You design training based on desired performance outcomes
- You design training suited to the learners and their work environment
- You have a realistic, manageable plan for the development of training.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

1a Confirm training will address the identified performance gap(s)

- ☐ Review needs assessment report, if available, for comprehension and completeness
- ☐ Review job, competency or goal analysis, if available, to clarify desired performance
- ☐ Confirm performance gap(s) can be addressed through training and related transfer activities
- ☐ Confirm priority competencies or tasks required to close performance gaps
- ☐ Confirm target audience for training, and whether training is mandatory

1b Determine context requirements for training

- ☐ Gather information about learners (such as education, seniority level and computer literacy)
- ☐ Identify design constraints (such as scheduling, location of learners, components of corporate culture, cost, equipment)
- ☐ Identify technical constraints (such as preferred software or authoring tools, and network limitations)

1c Research subject matter

- ☐ Identify potential sources of subject matter expertise (such as subject matter experts (SMEs), learning materials, books, websites, or job documentation)
- ☐ Review existing job-related subject matter resources and learning materials
- ☐ Interview subject matter experts to gather initial information

1d Conduct task analysis

- ☐ Work with subject matter experts to:
 - Determine whether each task is a procedure, process, set of principles or a combination
 - Break tasks into component parts
 - Identify relationships among tasks and sub-tasks
 - Identify all skills and knowledge for successfully mastering the task
- ☐ Present results of task analysis in a way that is easy to understand
- ☐ Validate task analysis for accuracy and completeness

1 Conduct design analysis

Second and Third Level Competencies cont'd

1e Plan for designing and developing training

- ☐ Define project deliverables (such as pre-work, case handouts, training aids, participant workbook)
- ☐ Determine roles and responsibilities, time, budget, software and other technology required to design and develop training
- ☐ Develop an efficient and effective project plan for designing and developing training
- ☐ Prepare a preliminary plan for validating and maintaining training
- ☐ Update plans as information and requirements evolve during the design and development process

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Desired performance outcome(s) and performance gap(s)	<ul style="list-style-type: none"> • Analysis acknowledges any assessment of performance needs already conducted • Desired performance outcome(s) is clearly stated • Gap between current and desired performance outcomes is clearly stated in terms of specific performance outcomes • Analysis confirms that performance gap(s) can be addressed through training and related transfer activities
Context requirements for training	<ul style="list-style-type: none"> • Context requirements documented, feasible, accurate • Context requirements include relevant information about the learner, design constraints and technical constraints • Impact of context requirements on design identified
Task analysis	<ul style="list-style-type: none"> • Task analysis documented and comprehensive • Task analysis based on first-hand knowledge of job responsibilities • Task analysis identifies sub-tasks, skills and knowledge required to achieve desired performance outcomes • Task analysis uses active and appropriate verbs
Plan for design and development of training	<ul style="list-style-type: none"> • Plan includes specifications for deliverables, roles and responsibilities, costs, timing, software and technology requirements • Plan identifies detailed review and sign-off process and responsibilities • Plan includes initial plans for pilot, translation, printing and distribution, web hosting and maintenance • Plan is documented and communicated

1 Conduct design analysis	2 Establish learning objectives and evaluation	3 Create detailed design	4 Develop materials	5 Support implementation
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2 Establish learning objectives and evaluation

Importance

The impact of mastering these competencies is:

- You ensure learning objectives are closely aligned with desired performance outcomes
- You sequence learning in a way that makes sense
- You design evaluation of learning objectives before designing the instruction.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

2a Write learning objectives

- ☐ Identify appropriate level of learning for each learning objective (such as recall, comprehension, application, analysis, synthesis, evaluation)
- ☐ Write statements describing:
 - The observable outcome for each key skill or knowledge requirement
 - The conditions under which the outcome may be performed
 - The standards of acceptable performance
- ☐ Sequence learning objectives for ease of learning
- ☐ Validate learning objectives for accuracy and sequence
- ☐ Validate learning objectives for alignment with desired performance outcomes

2b Design evaluation of achievement of learning objectives

- ☐ Identify appropriate level of evaluation for each learning objective (such as recall, comprehension, application, analysis, synthesis, evaluation)
- ☐ Identify appropriate type of evaluation for each learning objective (such as test questions for comprehension, observation of practice or role play for application)
- ☐ Determine how technology can support evaluation of learning (such as online testing, performance tracking and automated reporting) 🖥️
- ☐ Determine procedures for administering the evaluation

2c Develop materials to evaluate achievement of learning objectives

- ☐ Prepare assessment forms, checklists and scoring guides to evaluate tasks and skills
- ☐ Write test questions and scoring guides to evaluate knowledge
 - Determine the number of questions needed to evaluate each learning objective
 - Draft test questions with correct and anticipated incorrect responses
- ☐ Test online evaluations to ensure they are usable and accurately track and report data 🖥️
- ☐ Plan safeguards against cheating

2 Establish learning objectives and evaluation

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Learning objectives	<ul style="list-style-type: none"> • Learning objectives documented and validated • Appropriate level of learning (such as recall, comprehension, application, analysis, synthesis, evaluation) is clear for each learning objective • Learning objectives include observable outcome, condition and standard for each objective at an application, analysis, synthesis or evaluation level • Learning objectives sequenced for ease of learning • Learning objectives aligned with desired performance outcomes
Design for achievement of evaluation of learning objectives	<ul style="list-style-type: none"> • Evaluation method appropriate to level of learning objectives • Evaluation method ensures outcome is observable • Evaluation method indicates how the evaluation is to be assessed • Evaluation method identifies assessment and administration procedures (such as scoring, opportunity to re-try) • Evaluation method consistent with context requirements for training
Materials to evaluate achievement of learning objectives	<ul style="list-style-type: none"> • Materials to evaluate learning appropriate to level of learning objectives • Materials to evaluate learning enable observation of achievement of learning objectives

3 Create detailed design

Importance

The impact of mastering these competencies is:

- You select the delivery channel(s) that best support the learning objectives
- You design learning activities that engage learners and support the achievement of learning objectives
- You ensure the overall design is approved before spending time on developing materials
- You receive feedback while changes are relatively easy to make
- You identify potential technology issues.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).


3a Determine delivery channel(s)

- ☐ Identify options for delivery channel(s) (such as classroom, virtual classroom or workbook)
- ☐ Determine criteria for assessing alternative channels (such as supports learning objectives, minimizes cost, compatible with existing network and systems)
- ☐ Select appropriate channel(s) based on criteria

3b Create detailed outline for the training

- ☐ Determine if existing training materials can be used, in part or whole, to achieve learning objectives
- ☐ Determine a general strategy for teaching content (such as demonstration or discovery learning)
- ☐ Create learning activities to provide key knowledge and skill (such as demonstration, application activity)
- ☐ Estimate length of time for units and learning activities
- ☐ Negotiate additional requirements to support learning activities with training sponsor(s)
- ☐ Determine requirements for audio/visual materials

3c Design support for transfer of learning

- ☐ Select initiatives to support transfer of learning to the workplace (such as learning plans, coaching)
- ☐ Estimate timing and work effort to support transfer of learning
- ☐ Leverage technology to support transfer of learning (such as automated reminders, performance tracking and links to support) 

3d Prototype training materials

- ☐ Incorporate design requirements (such as corporate branding, templates and guidelines)
- ☐ Produce prototypes of training materials (such as participant workbook, facilitator guide and slides)
- ☐ Produce prototypes of workbook page types (such as content, instructions and reflection notes)

3e Prototype online interface

- ☐ Produce prototypes of interface design, including titles, menus and all navigation elements
- ☐ Produce prototypes of screen types (such as text and graphic, multiple choice, and drag and drop)

... cont'd on next page

3 Create detailed design



Second and Third Level Competencies cont'd

3f Conduct design walkthrough

- ☐ Conduct walkthrough of detailed outline for the training and prototypes with key stakeholders
- ☐ Secure sign-off on detailed outline for the training and prototypes
- ☐ Document design style guidelines so they can be replicated

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Detailed outline for the training	<ul style="list-style-type: none"> Document includes organization need, performance gaps, desired performance outcomes, delivery channel(s), learning objectives, learning strategy, and content and learning activities with estimated duration Design ensures learning strategy and activities support achievement and evaluation of learning objectives Design includes learning activities that will engage learners Delivery channel(s) meet(s) criteria for assessing alternative channels (such as supports learning objectives, minimizes cost, compatible with existing network and systems)
Design for supporting transfer of learning	<ul style="list-style-type: none"> Design includes realistic activities and tools to support transfer of learning to the workplace, based on the desired performance outcomes Design includes estimated time and work effort required for learners and coaches Design uses available technology appropriately to support transfer of learning 
Prototypes of training materials	<ul style="list-style-type: none"> Prototypes illustrate look and feel of materials and visual aids Prototypes compliant with corporate branding, templates and guidelines
Prototype of online interface 	<ul style="list-style-type: none"> Prototype includes titles, menus and navigation elements Prototype provides samples and templates of expected page types Prototype compliant with corporate branding, templates and guidelines Production quality appropriate to budget
Design style guidelines	<ul style="list-style-type: none"> Design style guidelines documented clearly and completely Design style guidelines address uses of terminology and copyediting Design style guidelines provide consistent text for frequently used instructions

4 Develop materials

Importance

The impact of mastering these competencies is:

- You ensure learning materials enhance the effectiveness of training and support learning objectives
- You support consistent delivery across multiple facilitators
- You support transfer of learning to the workplace.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

4a	Develop learner and facilitator guides <ul style="list-style-type: none"><input type="checkbox"/> Write learner guides to support achievement of learning objectives and performance in the workplace<input type="checkbox"/> Write facilitator guides to clearly describe training content, instructional methods, activities and timing<input type="checkbox"/> Follow instructional writing and graphic design principles<input type="checkbox"/> Comply with corporate branding templates and style guidelines<input type="checkbox"/> Ensure compliance with privacy, information security and copyright requirements<input type="checkbox"/> Prepare materials to orient online learners to required technology <input type="checkbox"/> Validate learner and facilitator guides for accuracy, completeness and usability<input type="checkbox"/> Manage review and revision cycles with multiple SMEs								
4b	Develop storyboards for e-learning  <ul style="list-style-type: none"><input type="checkbox"/> Produce storyboards clearly capturing all content (text and images), activities and interactivity<input type="checkbox"/> Provide programming and production instructions<input type="checkbox"/> Ensure compliance with privacy, information security, copyright and accessibility requirements<input type="checkbox"/> Validate storyboards for accuracy and completeness<input type="checkbox"/> Manage review and revision cycles with multiple SMEs								
4c	Develop materials to support transfer of learning <ul style="list-style-type: none"><input type="checkbox"/> Develop performance support tools (such as job aids and on-screen reminders) to support transfer of learning to the workplace<input type="checkbox"/> Develop guidance and tracking materials (such as self-assessments and learning progression maps) to support transfer of learning<input type="checkbox"/> Develop coaching materials to help managers and other coaches support transfer of learning<input type="checkbox"/> Validate transfer materials for accuracy, completeness and usability								
4d	Produce audio, video and visual aids <ul style="list-style-type: none"><input type="checkbox"/> Write scripts and storyboards for audio or video components<input type="checkbox"/> Manage production of audio and video components<input type="checkbox"/> Develop other visual aids (such as slides or wall charts)<input type="checkbox"/> Ensure compliance with privacy, copyright and accessibility requirements								
1	Conduct design analysis	2	Establish learning objectives and evaluation	3	Create detailed design	4	Develop materials	5	Support implementation



4 Develop materials

Second and Third Level Competencies cont'd



4e Produce e-learning program

- ☐ Produce a sample unit of instruction using approved prototype and storyboards
- ☐ Develop (or manage development of) a fully functional prototype
- ☐ Test functional prototype to ensure:
 - Usability
 - Functionality on the network under normal conditions
- ☐ Complete production of e-learning program, including integration of all components
- ☐ Test the entire program to ensure:
 - Each navigational element and choice works as intended
 - Program does not interfere with other operations on the network
 - Multiple users can use the program without slowing it down

4f Develop materials to evaluate learner reaction

- ☐ Determine how technology can support evaluation of learner reaction (such as online surveys and automated reporting) 
- ☐ Develop materials to assess reaction (such as feedback forms and online surveys)
- ☐ Test technology to ensure it is usable and accurately tracks and reports data 

4g Develop materials to evaluate transfer of learning

- ☐ Determine how technology can support evaluation of transfer of learning (such as online surveys and automated reporting) 
- ☐ Develop materials to assess transfer of learning (such as online surveys and observation checklists)
- ☐ Test technology to ensure it is usable and accurately tracks and reports data 





4h Validate training design and materials

- ☐ Determine what components of training and materials need to be verified
- ☐ Determine the best approach for verifying training and materials (such as individual verification, small group verification or full group pilot)
- ☐ Observe verification of training and materials
- ☐ Implement agreed-upon changes
- ☐ Obtain final sign-off on training

4 Develop materials

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Learner materials	<ul style="list-style-type: none"> • Learner materials support the achievement of learning objectives during training and in the workplace • Learner materials follow instructional writing and graphic design principles
Facilitator materials	<ul style="list-style-type: none"> • Facilitator materials indicate how to support achievement of learning objectives • Facilitator materials include how to evaluate learning objectives • Facilitator materials follow instructional writing and graphic design principles
Materials to support transfer of learning	<ul style="list-style-type: none"> • Materials support transfer of learning to the workplace • Materials clearly identify roles and responsibilities of learner and others (such as mentors, supervisors and peers) • Materials can be used in the workplace without assistance
Storyboards for e-learning 	<ul style="list-style-type: none"> • Storyboards support achievement and evaluation of learning objectives • Storyboards include all content, text, images, activities, and interactivity • Storyboards include programming and production instructions
Audio, video and visual aids	<ul style="list-style-type: none"> • Audio, video and visual aids support learning objectives • Production quality of audio, video and visual aids appropriate to budget • Audio, video and visual aids consistent with context requirements for training
E-learning program 	<ul style="list-style-type: none"> • Sample unit of instruction based on approved prototype and storyboards • E-learning program conforms to instructions in storyboards • Functions of e-learning program run without errors or causing network problems • E-learning program finalized based on testing with approved content
Materials to evaluate learner reaction	<ul style="list-style-type: none"> • Evaluation clear and easy to complete • Evaluation captures relevant data (such as confidence in applying new skills on the job, effectiveness of instructional methods and materials) • Evaluation uses technology to simplify data collection and reporting 
Materials to evaluate transfer of learning	<ul style="list-style-type: none"> • Evaluation clear and easy to complete • Evaluation captures relevant data (such as uptake of new skills, proficiency in applying new skills, and barriers to transfer of learning to the workplace) • Evaluation uses technology to simplify data collection and reporting 

5 Support implementation


Importance

The impact of mastering these competencies is:

- You support internal or external marketing of the training
- You help ensure materials are in place for training
- You help facilitators and administrators prepare for training
- You help facilitators and coaches prepare to support transfer of learning to the workplace
- You establish a realistic and manageable plan for keeping training up-to-date.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

5a	Manage publication and distribution of materials <ul style="list-style-type: none"> <input type="checkbox"/> Monitor completion of translation, publication, distribution or uploading, and storage of all materials <input type="checkbox"/> Ensure final materials meet quality requirements
5b	Prepare for delivery <ul style="list-style-type: none"> <input type="checkbox"/> Write a clear, concise course or program description for communications purposes <input type="checkbox"/> Secure resources to provide production assistance for live virtual classroom sessions  <input type="checkbox"/> Prepare facilitators to conduct the training as designed <input type="checkbox"/> Secure resources to provide and track tutoring requests and technical support, as required
5c	Prepare support for transfer of learning <ul style="list-style-type: none"> <input type="checkbox"/> Secure people resources to provide support for transfer of learning (such as coaches and peer mentors) <input type="checkbox"/> Secure technology required to support transfer of learning (such as online performance tracking tools) <input type="checkbox"/> Prepare people resources to support activities for transfer of learning <input type="checkbox"/> Follow up on transfer activities as appropriate
5d	Plan for maintenance <ul style="list-style-type: none"> <input type="checkbox"/> Determine requirements for maintenance of training design and learning materials <input type="checkbox"/> Determine guidelines for deciding whether to make revisions (such as number of calls for technical support or significant changes to desired performance outcomes) <input type="checkbox"/> Develop plan and budget for maintenance

5 Support implementation

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality. Outputs should be validated as appropriate.

Key Outputs	Quality Criteria
Train-the-trainer session	<ul style="list-style-type: none"> Facilitators can explain how the design supports learning objectives, desired performance outcomes and business measures Facilitators state they are prepared to deliver training
Tutoring and technical support	<ul style="list-style-type: none"> Tutoring and technical support includes plan for tracking of questions, comments and issues, and implementing changes based on feedback Tutors and technical support staff can explain their role in supporting the achievement of desired performance outcomes Tutors and technical support state they are prepared to answer anticipated questions about the content or technology
Briefing for coaches and mentors	<ul style="list-style-type: none"> Coaches and mentors can explain their role in supporting transfer of learning Coaches and mentors can explain the learner's role in supporting transfer of learning Coaches and mentors state they are prepared to support transfer of learning
Maintenance plan	<ul style="list-style-type: none"> Maintenance plan includes roles and responsibilities, timing, criteria, time and budget requirements Maintenance plan validated with appropriate stakeholders and sponsor

1 Conduct design analysis	2 Establish learning objectives and evaluation	3 Create detailed design	4 Develop materials	5 Support implementation
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facilitating training

Introduction

Facilitating training can range in scope from a classroom with a few people, to a webinar with hundreds, even thousands, of participants. The content can be equally varied, from product knowledge to product sales to technical skills to complex medical procedures.

People often use the terms “facilitator”, “instructor” and “trainer” interchangeably. We call this competency category “facilitating” because it means, literally, “Making things easier”.

Competent facilitation of training ensures:

- the environment is conducive to learning
- learners are as engaged in learning as possible
- opportunities to interact and practice are optimized
- special needs of individuals and groups are respected
- achievement of learning objectives is assessed
- the facilitator appropriately represents the organization.

Many people begin their work as training professionals by facilitating training. Facilitators often deliver training that was designed and developed by someone else, so to be an effective facilitator, you need an understanding of the competencies for designing training. For example, you need to have an understanding of how learning objectives support desired performance outcomes, which, in turn, impact business measures. You also need to understand how learning activities and evaluation relate to learning objectives.


If you are asked to facilitate training that is not well-designed, it’s important to let your client know your concerns, and how they may impact learning, performance and results.

The competencies outlined in this category apply to facilitating training. They will not all apply to other types of facilitation, such as conducting strategic planning sessions, team building sessions, mediation, conflict resolution, or helping groups solve real-world problems.

In other competency categories, like assessing performance needs and designing training, we have presented the competencies in a sequential order. In facilitating training, however, because the competencies should be demonstrated throughout the training, the competencies are grouped by theme.

facilitating training

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages. Competencies specific to virtual classrooms or other online tools are indicated with .


1 Prepare to facilitate

- 1a Become familiar with training content and design
- 1b Ensure training supports desired performance outcomes
- 1c Coordinate logistics

2 Create learning environment

- 2a Establish physical or virtual learning environment
- 2b Attend to social and emotional needs of learners
- 2c Establish responsibilities for the success of training
- 2d Model appropriate behaviour
- 2e Manage disruptive or counter-productive behaviour

3 Engage learners

- 3a Deliver content and instructions
- 3b Lead group discussions
- 3c Respond to learner questions and comments
- 3d Use differences and controversy to enhance learning
- 3e Optimize use of visual aids and equipment
- 3f Use virtual classroom tools 

4 Foster learning

- 4a Demonstrate subject matter expertise
- 4b Facilitate individual and group activities
- 4c Facilitate to support transfer of learning

5 Assess learning

- 5a Confirm learners have prerequisite skills and knowledge before training begins
- 5b Assess individual achievement of learning objectives

1 Prepare to facilitate




Importance

The impact of mastering these competencies is:

- You ensure training supports desired performance outcomes and business measures
- You deliver training based on a clear understanding of desired job performance
- You are prepared and knowledgeable
- You ensure logistics are in place for training.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).


1a	Become familiar with training content and design <ul style="list-style-type: none"> <input type="checkbox"/> Assess training design and materials for flow, clarity and timing <input type="checkbox"/> Incorporate feedback from previous deliveries to improve content and design <input type="checkbox"/> Coordinate roles and responsibilities when working with co-facilitator(s) <input type="checkbox"/> Develop subject matter expertise, where required to facilitate the training effectively <input type="checkbox"/> Ensure access to additional subject matter experts, as required to support facilitation <input type="checkbox"/> Rehearse challenging components of training design (such as explanations of concepts and activities) <input type="checkbox"/> Prepare to use classroom media and virtual classroom technology  <input type="checkbox"/> Adapt classroom activities as needed for virtual classroom delivery 
1b	Ensure training supports desired performance outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Confirm learning objectives support desired performance outcomes and business measures <input type="checkbox"/> Ensure each learning objective is supported by relevant content and practice activities <input type="checkbox"/> Clarify the purpose and expected outcomes of each learning activity <input type="checkbox"/> Advise client if training does not support desired performance outcomes and business measures <input type="checkbox"/> Adapt learning activities to the needs of the specific learner group (such as prior training and cultural issues) <input type="checkbox"/> Incorporate relevant job-related references, anecdotes and examples <input type="checkbox"/> Confirm any changes with training designer to ensure integrity of training design
1c	Coordinate logistics <ul style="list-style-type: none"> <input type="checkbox"/> Advise learners, supervisors and coaches of prerequisites and requirements for pre-work and training <input type="checkbox"/> Verify logistics (on-site or virtual) arranged as required (such as internet access, materials, support resources, or webcast producer) <input type="checkbox"/> Clarify instructions for setting up and closing classroom, labs or virtual classroom <input type="checkbox"/> Ensure training environment (on-site or virtual) accommodates participants with disabilities <input type="checkbox"/> Prepare contingency plans for potential problems (such as equipment failures or training delays) <input type="checkbox"/> Prepare materials to orient learners to any required technology 

1 Prepare to facilitate	2 Create learning environment	3 Engage learners	4 Foster learning	5 Assess learning
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1 Prepare to facilitate

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Alignment of training with desired performance outcomes	<ul style="list-style-type: none"> • Client and training designer advised if learning objectives not aligned with desired performance outcomes • Client and training designer advised if learning activities do not provide content and practice to support achievement of learning objectives
Modifications to training design and materials	<ul style="list-style-type: none"> • Modifications reflect feedback from prior deliveries • Modifications adapt materials and delivery for specific learner group • Modifications adapt materials and delivery for virtual classroom  • Modifications confirmed with training designer
Administrative arrangements	<ul style="list-style-type: none"> • Appropriate facilities and resources booked and organized • Learners and supervisors notified of administrative arrangements • Instructions for setting up and closing classroom and labs documented • Learner materials prepared
Contingency plans	<ul style="list-style-type: none"> • Back-up plan in place in the event of disruption to training delivery

2 Create learning environment



Importance

The impact of mastering these competencies is:

- You create a positive, comfortable, learner-centred environment
- You share responsibility with learners for the success of training
- You minimize the negative impact of disruptive behaviour.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

2a	Establish physical or virtual learning environment <ul style="list-style-type: none"> <input type="checkbox"/> Confirm all logistics prior to start of training (such as technology and software working as expected, materials and refreshments delivered) <input type="checkbox"/> Ensure learning environment will promote learning (such as seating, visual aids, colour, music) <input type="checkbox"/> Adjust environment to accommodate needs of the learners (such as temperature, layout, access) <input type="checkbox"/> Launch virtual classroom and confirm operation of functions needed 
2b	Attend to social and emotional needs of learners <ul style="list-style-type: none"> <input type="checkbox"/> Welcome learners as they enter the physical or virtual learning environment <input type="checkbox"/> Encourage introductions among learners <input type="checkbox"/> Orient learners to the classroom or virtual classroom <input type="checkbox"/> Provide opportunity for learners to practise using virtual classroom technology  <input type="checkbox"/> Monitor energy or “willingness to learn” level and adapt facilitation as needed <input type="checkbox"/> Acknowledge each learner, both verbally and non-verbally <input type="checkbox"/> Use learners’ names when responding to questions and comments
2c	Establish responsibilities for the success of training <ul style="list-style-type: none"> <input type="checkbox"/> Relate learning objectives to desired performance outcomes and business results <input type="checkbox"/> Clarify expectations, roles and responsibilities for learners and facilitator(s) <input type="checkbox"/> Establish ground rules for individual and group behaviour <input type="checkbox"/> Provide options for adjusting sequence, activities, and content as appropriate
2d	Model appropriate behaviour <ul style="list-style-type: none"> <input type="checkbox"/> Maintain warm and respectful behaviour (such as open, positive body language, smile) <input type="checkbox"/> Dress to comply with dress code or unwritten norms about dress <input type="checkbox"/> Use language, references and comments appropriate to the organization and learners <input type="checkbox"/> Maintain confidentiality and privacy <input type="checkbox"/> Address illegal, immoral or unethical behaviours by learners

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1 Prepare to facilitate	2 Create learning environment	3 Engage learners	4 Foster learning	5 Assess learning
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2 Create learning environment

Second and Third Level Competencies cont'd

2e Manage disruptive or counterproductive behaviour

- ☐ Respond appropriately when participant behaviour is likely to interfere with learning
- ☐ Manage personal biases around control or personal preferences
- ☐ Encourage other learners to participate in managing disruptive or counterproductive behaviour
- ☐ Demonstrate respect for each individual when responding to disruptive behaviour

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Learning environment (classroom or virtual)	<ul style="list-style-type: none"> • Arranged to specifications in facilitator materials • Available prior to commencement of training • Virtual classroom operates as expected with all materials pre-loaded
Formal welcome to training	<ul style="list-style-type: none"> • Welcome appropriate to learners and content of training • Welcome encourages learner interaction • Learning objectives presented and clarified • Welcome clearly identifies responsibilities for training • Ground rules established and agreed to by the group • Welcome includes administrative information
Management of disruptive or counterproductive behaviour	<ul style="list-style-type: none"> • Response is fair and respectful • Response is appropriate and timely • Response is effective in reducing or eliminating disruptive or counter-productive behaviour

3 Engage learners

Importance

The impact of mastering these competencies is:

- You gain and keep learner interest and motivation
- You demonstrate that you value learners' knowledge and experience
- You use technology to enhance the learning experience.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

3a Deliver content and instructions

- ☐ Use a variety of instructional techniques to provide content (such as demonstration or group discussion)
- ☐ Maintain appropriate balance between providing content and allowing learners to practise
- ☐ Use appropriate language, anecdotes and examples to facilitate learning
- ☐ Minimize use of jargon
- ☐ Maintain an appropriate level of energy and enthusiasm
- ☐ Pace training to meet the needs of the group
- ☐ Use bridges and transitions to orient learners and maintain continuity among concepts and sections
- ☐ Confirm instructions for activities are understood by learners
- ☐ Provide summaries and opportunities to review at appropriate intervals

3b Lead group discussions

- ☐ Ask questions to facilitate discussions and check understanding
- ☐ Draw upon learner experience, knowledge and skill to enhance learning
- ☐ Use gestures, body movements and pauses to encourage participation
- ☐ Use silence effectively to encourage learners to reflect and respond
- ☐ Encourage participation from all learners
- ☐ Ensure individual learners do not dominate discussions
- ☐ Respond to verbal and non-verbal cues from learners

3c Respond to learner questions and comments

- ☐ Encourage questions and comments from learners
- ☐ Paraphrase learner questions and comments to ensure clarity and understanding before responding
- ☐ Determine when to answer yourself, when to involve the group and when to defer a question
- ☐ Verify the question was answered or addressed before moving on
- ☐ Acknowledge learner contributions by providing both evaluative and non-evaluative feedback
- ☐ Adapt content or delivery in response to learner questions and comments
- ☐ Refer back to learner questions and comments as appropriate

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3 Engage learners

Second and Third Level Competencies cont'd

3d Use differences and controversy to enhance learning

- ☐ Encourage differing points of view
- ☐ Assist learners in understanding and reconciling differing points of view
- ☐ Model conflict resolution techniques
- ☐ Maintain composure and respect for individuals and the group

3e Optimize use of visual aids and equipment

- ☐ Position self, equipment and visual aids to enhance learning and reduce distraction
- ☐ Use media to enhance learning, not as a crutch
- ☐ Troubleshoot equipment and implement back up plan as needed

3f Use virtual classroom tools

- ☐ Maintain technical skills required to use virtual classroom tools (such as chat, whiteboards, breakouts)
- ☐ Optimize use of virtual classroom tools to solicit input, enhance learning and encourage collaboration
- ☐ Troubleshoot technical problems and implement back up plan as needed

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Delivery of content	<ul style="list-style-type: none"> • Content delivered as designed, using appropriate methods and activities • Delivery of content does not reduce time designed for practice • Language, including examples, clear and appropriate for learners • Bridges and transitions clear and link sections appropriately • Non-verbal communication supports learner interaction
Group discussions	<ul style="list-style-type: none"> • Discussions engage learners through asking open questions • Discussions draw on learners' experience to reinforce learning • Discussions encourage participation from all learners
Learner questions and comments	<ul style="list-style-type: none"> • Questions encouraged to enhance learning of individuals and the group • Questions acknowledged and paraphrased to ensure understanding • Questions answered or deferred, as appropriate • Facilitator verifies that response addresses the learner's question
Facilitation of differences and controversy	<ul style="list-style-type: none"> • Differences encouraged to enhance learning of individuals and the group • Differences handled with composure and respect for individuals and the group
Visual aids, equipment and online tools	<ul style="list-style-type: none"> • Visual aids, equipment and tools used effectively to support achievement of learning objectives, and in accordance with design and operating instructions

1 Prepare to facilitate	2 Create learning environment	3 Engage learners	4 Foster learning	5 Assess learning
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4 Foster learning

Importance

The impact of mastering these competencies is:

- You establish and retain credibility with learners
- You support learners in meeting the learning objectives
- You help learners interact and support one another
- You support transfer of learning to the workplace.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

4a **Demonstrate subject matter expertise**

- ☐ Establish credibility by providing your credentials, including related experience
- ☐ Demonstrate understanding of the organization and relevant job performance
- ☐ Present information and concepts clearly
- ☐ Use relevant facts, examples or analogies to respond to questions or illustrate concepts
- ☐ Refer learners to resources for content beyond the scope of the training

4b **Facilitate individual and group activities**

- ☐ Provide opportunities for learners to practice new skills
- ☐ Set clear expectations for outcomes of activities and link to learning objectives
- ☐ Monitor progress, providing clarification and coaching as needed
- ☐ Create a supportive environment for learners to provide feedback to each other
- ☐ Provide opportunities to present and share individual and group work
- ☐ Debrief activities to reinforce learning

4c **Facilitate to support transfer of learning**

- ☐ Provide job and organization related examples during training
- ☐ Link learning content and activities to job and organization requirements
- ☐ Provide opportunities to use job aids and other relevant transfer materials during training
- ☐ Position transfer activities and their importance during training
- ☐ Follow up on transfer activities (such as action plans or peer coaching) as appropriate

4 Foster learning

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Facilitator credibility	<ul style="list-style-type: none"> Facilitator demonstrates understanding of content, organization and learners' roles Learners acknowledge facilitator's qualifications and credibility
Activities and practice	<ul style="list-style-type: none"> Instructions for activities and practice clearly presented Activities and practice linked to learning objectives Activities and practice debriefed to reinforce learning
Positioning of transfer activities	<ul style="list-style-type: none"> Learning content, examples and activities linked to job and organization requirements Importance of transfer activities positioned during training Job aids and other relevant resources incorporated into training

5 Assess learning

Importance

The impact of mastering these competencies is:

- You support learners in their efforts to achieve the learning objectives
- You provide feedback and coaching to help learners improve performance.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

5a Confirm learners have prerequisite skills and knowledge before training begins

- ☐ Assess whether learners have prerequisite skills and knowledge (such as administering pre-tests, checking HR records)
- ☐ Address gaps in prerequisite skills and knowledge as appropriate (such as ask learners to re-enrol when ready, provide learners with additional resources, refer learners to additional training)

5b Assess individual achievement of learning objectives

- ☐ Conduct formal or informal assessments as designed to assess performance on each learning objective (such as test questions for comprehension, observation of practice or role play for application)
- ☐ Evaluate achievement of each learning objective before moving on to the next
- ☐ Provide post-assessment feedback and coaching
- ☐ Provide additional opportunities for learning and practice, as required

5 Assess learning

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Qualified class list	<ul style="list-style-type: none"> • Individual learners meet entry criteria for training • Individual learners have completed prerequisite training
Assessment of individual learner performance	<ul style="list-style-type: none"> • Individual learner performance assessed against each learning objective • Individual learner performance assessed as designed
Feedback and coaching on performance provided to learners	<ul style="list-style-type: none"> • Specific, balanced, constructive and respectful • Related to learning objectives • Provides corrective action where required

supporting transfer of learning

Introduction

Supporting transfer of learning involves designing and promoting activities and materials that help learners apply what they learned during training back in the workplace. Activities may include reminder emails, feedback and coaching by a manager or mentor, additional learning using web-based tools, additional opportunities for practice, and recognition for changes in behaviour.

Supporting the transfer of learning increases the probability that learners will use the knowledge and skills they acquire through training in the workplace. When designing transfer activities and materials, it is important to consider all the factors that support performance: clear expectations, specific and timely feedback, recognition and rewards, and the necessary information, tools and resources.

Competent support for transfer of learning ensures:


- considerations for transfer are addressed during the needs assessment phase
- materials to support transfer are designed and developed
- coaches and mentors are prepared to support transfer of learning
- facilitators position content and activities to support the transfer of learning.

Supporting the transfer of learning is actually addressed in the three previous competency categories. We have made it a separate category to highlight its importance.

supporting transfer of learning

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages.

Competencies specific to web-based tools are indicated with .

1 Design for transfer of learning

- 1a Plan to support transfer of learning
- 1b Design support for transfer of learning
- 1c Develop materials to support transfer of learning

2 Implement support for transfer of learning

- 2a Prepare support for transfer of learning
- 2b Facilitate to support transfer of learning

1 Design for transfer of learning


Importance

The impact of mastering these competencies is:

- You design transfer activities that are appropriate for the organization, work unit and desired performance outcomes.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).



1a	Plan to support transfer of learning <i>completed in assessing performance needs 4c</i> <ul style="list-style-type: none"> <input type="checkbox"/> Recommend initiatives to support transfer of learning to the workplace (such as communication of expectations, feedback mechanisms, coaching/mentoring support and incentives) <input type="checkbox"/> Determine resources required to support transfer of learning to the workplace <input type="checkbox"/> Determine how technology can support transfer of learning (such as automated reminders, online performance tracking and links to support)
1b	Design support for transfer of learning <i>completed in designing training 3c</i> <ul style="list-style-type: none"> <input type="checkbox"/> Select initiatives to support transfer of learning to the workplace (such as learning plans, coaching) <input type="checkbox"/> Estimate timing and work effort to support transfer of learning <input type="checkbox"/> Leverage technology to support transfer of learning (such as automated reminders, performance tracking and links to support) 
1c	Develop materials to support transfer of learning <i>completed in designing training 4c</i> <ul style="list-style-type: none"> <input type="checkbox"/> Develop performance support tools (such as job aids and on-screen reminders) to support transfer of learning to the workplace <input type="checkbox"/> Develop guidance and tracking materials (such as self-assessments and learning progression maps) to support transfer of learning <input type="checkbox"/> Develop coaching materials to help managers and other coaches support learners transferring of learning to the workplace <input type="checkbox"/> Validate transfer materials for accuracy, completeness and usability

supporting transfer of learning

1 Design for transfer of learning

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Plan for supporting transfer of learning	<ul style="list-style-type: none"> • Plan includes realistic solutions for transfer of learning to the workplace, based on desired performance outcomes • Plan identifies resources and time required to implement support for transfer of learning • Plan identifies technology to support transfer of learning 
Design for supporting transfer of learning	<ul style="list-style-type: none"> • Design includes realistic activities and tools to support transfer of learning to the workplace, based on the desired performance outcomes • Design includes estimated time and work effort required for learners and coaches • Design uses available technology appropriately to support transfer of learning 
Materials to support transfer of learning	<ul style="list-style-type: none"> • Materials support transfer of learning to the workplace • Materials clearly identify roles and responsibilities of learner and others (such as mentors, supervisors and peers) • Materials can be used in the workplace without assistance

2 Implement support for transfer of learning

Importance

The impact of mastering these competencies is:

- You increase the likelihood learners will transfer learning to the workplace.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

2a

Prepare support for transfer of learning

completed in *designing training 5c*

- ☐ Secure people resources to provide support for transfer of learning (such as coaches and peer mentors)
- ☐ Secure technology required to support transfer of learning (such as online performance tracking tools)
- ☐ Prepare people to support activities for transfer of learning
- ☐ Follow up on transfer activities as appropriate

2b

Facilitate to support transfer of learning

completed in *facilitating training 4c*

- ☐ Provide job and organization related examples during training
- ☐ Link learning content and activities to job and organization requirements
- ☐ Provide opportunities to use job aids and other relevant transfer materials during training
- ☐ Position transfer activities and their importance during training
- ☐ Follow up on transfer activities (such as action plans or peer coaching) as appropriate

2 Implement support for transfer of learning

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Briefing for coaches and mentors	<ul style="list-style-type: none"> Coaches and mentors can explain their role in supporting transfer of learning Coaches and mentors can explain the learner's role in supporting transfer of learning Coaches and mentors state they are prepared to support transfer of learning
Positioning of transfer activities	<ul style="list-style-type: none"> Learning content, examples and activities linked to job and organization requirements Importance of transfer activities positioned during training Job aids and other relevant resources incorporated into training

evaluating training

Introduction

Evaluation of training can take many forms, including surveys of learner reaction (sometimes called 'smile sheets'), knowledge tests, skill demonstrations, comparisons of pre- and post-training performance, and calculations of return-on-investment.

The overall purpose of evaluating training is to determine the effectiveness of training. While evaluating training is presented as the fifth competency category, evaluation is, in fact, an ongoing process that starts with assessing performance needs, and continues through designing training, facilitating training and supporting transfer of learning.

A comprehensive evaluation of training determines whether training has impacted business results. Business results are usually evaluated 6 to 12 months after training.

In order to determine that training has impacted business results, you must first assess the extent to which training has impacted performance outcomes on the job. Changes in performance outcomes are usually evaluated a few weeks to several months after training.

To ensure learners are adequately prepared to apply their learning on the job, you must assess whether learners have acquired the skills and knowledge required to perform on the job. This should be assessed against specific learning objectives during training.


To assess the learner's experience, you can have them evaluate their reaction during or immediately after training.

The most commonly used framework for evaluating training, developed by Donald Kirkpatrick, outlines four levels of evaluation. The first level competencies for evaluating training are related to Kirkpatrick's four levels as shown below.

Kirkpatrick's Four Levels of Evaluation	CSTD First Level Competencies
1. Reaction	1. Evaluate learner reaction
2. Learning	2. Evaluate achievement of learning objectives
3. Behaviour	3. Evaluate transfer of learning
4. Results	4. Evaluate business results

evaluating training

First and Second Level Competencies

You'll find information about importance, third level competencies, key outputs and quality criteria on the following pages. Competencies specific to web-based tools are indicated with .

1 Evaluate learner reaction

- 1a Develop materials to evaluate learner reaction
- 1b Assess learner reaction
- 1c Recommend changes based on learner reaction

2 Evaluate achievement of learning objectives

- 2a Write learning objectives
- 2b Design evaluation of achievement of learning objectives
- 2c Develop materials to evaluate achievement of learning objectives
- 2d Assess individual achievement of learning objectives
- 2e Assess aggregate achievement of learning objectives
- 2f Recommend changes based on achievement of evaluation of learning objectives

3 Evaluate transfer of learning

- 3a Plan to evaluate transfer of learning
- 3b Identify desired performance outcomes
- 3c Develop materials to evaluate transfer of learning
- 3d Assess transfer of learning to the workplace
- 3e Recommend changes based on evaluation of transfer of learning

4 Evaluate business results

- 4a Plan to evaluate business results for training solutions
- 4b Identify business measures
- 4c Assess business results
- 4d Recommend changes based on evaluation of business results

1 Evaluate learner reaction

Importance

The impact of mastering these competencies is:

- You identify opportunities for improving the facilitation and design of the training.



Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

1a

Develop materials to evaluate learner reaction

completed in *designing training 4f*

- ☐ Determine how technology can support evaluation of learner reaction (such as online surveys and automated reporting) 
- ☐ Develop materials to assess reaction (such as feedback forms and online surveys)
- ☐ Test technology to ensure it is usable and accurately tracks and reports data 

1b

Assess learner reaction

- ☐ Gather data to assess aggregate learner reaction
- ☐ Identify patterns and trends in learner reaction
- ☐ Identify factors other than training that might impact learner reaction

1c


Recommend changes based on learner reaction

- ☐ Identify potential changes to design and facilitation based on assessment of learner reaction
- ☐ Determine feasibility of identified changes
- ☐ Recommend changes to improve design and facilitation

1 Evaluate learner reaction

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Materials to evaluate learner reaction	<ul style="list-style-type: none"> • Evaluation clear and easy to complete • Evaluation captures relevant data (such as confidence in applying new skills on the job, effectiveness of instructional methods and materials) • Evaluation uses technology to simplify data collection and reporting 
Assessment of aggregate learner reaction	<ul style="list-style-type: none"> • Results identify patterns and trends in learner reaction • Results identify factors that impact learner reaction
Recommended changes to design and facilitation	<ul style="list-style-type: none"> • Recommendations based on valid and reliable data • Recommended changes support achievement of learning objectives

2 Evaluate learning objectives

Importance

The impact of mastering these competencies is:

- You determine whether learners have achieved the learning objectives, individually and collectively
- You can provide certification of learning, where required
- You identify opportunities for improving the design and facilitation of the training.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

2a

Write learning objectives


completed in *designing training 2a*

- ☐ Identify appropriate level of learning for each learning objective (such as recall, comprehension, application, analysis, synthesis, evaluation)
- ☐ Write statements describing:
 - The observable outcome for each key skill or knowledge requirement
 - The conditions under which the outcome may be performed
 - The standards of acceptable performance
- ☐ Sequence learning objectives for ease of learning
- ☐ Validate learning objectives for accuracy and sequence
- ☐ Validate learning objectives for alignment with desired performance outcomes

2b

Design evaluation of achievement of learning objectives


completed in *designing training 2b*

- ☐ Identify appropriate level of evaluation for each learning objective (such as recall, comprehension, application, analysis, synthesis, evaluation)
- ☐ Identify appropriate type of evaluation for each learning objective (such as test questions for comprehension, observation of practice or role play for application)
- ☐ Determine how technology can support evaluation of learning (such as online testing, performance tracking and automated reporting) 
- ☐ Determine procedures for administering the evaluation

2c

Develop materials to evaluate achievement of learning objectives

completed in *designing training 2c*

- ☐ Prepare assessment forms, checklists and scoring guides to evaluate tasks or skills
- ☐ Write test questions and scoring guides to evaluate knowledge
 - Determine the number of questions needed to evaluate each learning objective
 - Draft test questions with correct and anticipated incorrect responses
- ☐ Test online evaluations to ensure they are usable and accurately track and report data 
- ☐ Plan safeguards against cheating

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evaluating training

2 Evaluate learning objectives

Second and Third Level Competencies cont'd

2d

Assess achievement of learning objectives

completed in *facilitating training 5b*

- ☐ Conduct formal or informal assessments as designed to assess performance on each learning objective (such as test questions for comprehension, observation of practice or role play for application)
- ☐ Evaluate achievement of each learning objective before moving on to the next
- ☐ Provide post-assessment feedback and coaching
- ☐ Provide additional opportunities for practice, as required

2e

Assess aggregate achievement of learning objectives

- ☐ Compile data on individual achievement of learning objectives
- ☐ Analyze aggregate data on achievement of learning objectives
- ☐ Identify patterns and trends in achievement of learning objectives
- ☐ Identify factors that impact achievement of learning objectives

2f

Recommend changes based on evaluation of achievement of learning objectives

- ☐ Identify potential changes to design and facilitation based on evaluation of learning objectives
- ☐ Determine feasibility of identified changes
- ☐ Recommend changes to improve design and facilitation

2 Evaluate learning objectives

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Learning objectives	<ul style="list-style-type: none"> • Learning objectives documented and validated • Appropriate level of learning (such as recall, comprehension, application, analysis, synthesis, evaluation) is clear for each learning objective • Learning objectives include observable outcome, condition and standard for each objective at an application, analysis, synthesis or evaluation level • Learning objectives sequenced for ease of learning • Learning objectives aligned with desired performance outcomes
Design for evaluation of learning objectives	<ul style="list-style-type: none"> • Evaluation method appropriate to level of learning objectives • Evaluation method ensures outcome is observable • Evaluation method indicates how the evaluation is to be assessed • Evaluation method identifies assessment and administration procedures (such as scoring, opportunity to re-try) • Evaluation method consistent with context requirements for training
Materials to evaluate achievement of learning objectives	<ul style="list-style-type: none"> • Materials to evaluate learning appropriate to level of learning objectives • Materials to evaluate learning enable observation of achievement of learning objectives
Assessment of individual learner performance	<ul style="list-style-type: none"> • Individual learner performance assessed against each learning objective • Individual learner performance assessed as designed
Assessment of aggregate learner performance	<ul style="list-style-type: none"> • Patterns and trends identified in achievement of learning objectives • Factors identified that impact achievement of learning objectives
Recommended changes to design and facilitation	<ul style="list-style-type: none"> • Recommendations based on assessment of aggregate data about learner performance • Recommended changes support achievement of learning objectives

3 Evaluate transfer of learning

Importance

The impact of mastering these competencies is:

- You determine whether training impacts performance outcomes
- You identify opportunities for improving transfer of learning to the workplace.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

3a

Plan to evaluate transfer of learning

completed in **assessing performance needs 4d**

- ☐ Identify pre-training (benchmark) performance
- ☐ Recommend how post-training performance should be assessed against benchmark data
- ☐ Determine timing for evaluation and resources required

3b

Identify desired performance outcomes



completed in **assessing performance needs 2d**

- ☐ Write statements describing:
 - The observable outcome desired
 - The conditions under which the outcome may be achieved
 - The business measures that will indicate whether the outcome has been achieved
- ☐ Validate desired performance outcomes

3c

Develop materials to evaluate transfer of learning

completed in **designing training 4g**

- ☐ Determine how technology can support transfer of learning (such as online surveys and automated reporting) 
- ☐ Develop materials to assess transfer of learning (such as online surveys and observation checklists)
- ☐ Test technology to ensure it is usable and accurately tracks and reports data 

3d

Assess transfer of learning to the workplace

- ☐ Gather data to identify gaps between pre-training, current and desired performance outcomes
- ☐ Identify factors other than training that might impact performance outcomes
- ☐ Assess impact of training on performance outcomes
- ☐ Determine barriers to transfer of learning (such as software not working as expected or supervisors do not support performance)

3e

Recommend changes based on evaluation of transfer of learning

- ☐ Identify potential changes to training design and facilitation based on how training has impacted performance outcomes
- ☐ Identify potential changes to support transfer of learning based on how training has impacted performance outcomes
- ☐ Determine feasibility of identified changes
- ☐ Recommend changes to improve impact of training on performance outcomes

1

Evaluate
learner reaction

2

Evaluate achievement of
learning objectives

3

Evaluate
transfer of learning

4

Evaluate
business results

3 Evaluate transfer of learning

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Plan to evaluate transfer of learning	<ul style="list-style-type: none"> • Plan identifies what data will be gathered and analyzed • Plan identifies when evaluation will be conducted • Plan includes benchmarks of pre-training performance • Plan includes estimate of resources required to implement evaluation plan
Materials to evaluate transfer of learning	<ul style="list-style-type: none"> • Evaluation clear and easy to complete • Evaluation captures relevant data (such as uptake of new skills, proficiency in applying new skills, and barriers to transfer of learning to the workplace) • Evaluation uses technology to simplify data collection and reporting 🖥️
Assessment of performance results	<ul style="list-style-type: none"> • Gap between pre-training, current and desired performance outcomes identified • Results stated in terms of specific performance outputs • Results based on accurate and reliable data and sound analysis • Cause-effect relationships determined among performance gaps • Assessment determines appropriateness of desired performance outcomes in light of actual performance data
Recommended changes to training solutions	<ul style="list-style-type: none"> • Recommendations based on analysis of how training has impacted performance • Recommendations continue to support achievement of learning objectives • Recommendations realistic for organization and work unit
Recommended changes to support for transfer of learning	<ul style="list-style-type: none"> • Recommendations based on identified barriers to transfer of learning • Recommendations continue to support achievement of learning objectives • Recommendations realistic for organization and work unit

1 Evaluate learner reaction	2 Evaluate achievement of learning objectives	3 Evaluate transfer of learning	4 Evaluate business results
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4 Evaluate business results

Importance

The impact of mastering these competencies is:

- You determine whether training impacts business results
- You identify opportunities for improving training and non-training solutions.

Second and Third Level Competencies

The third level competencies (with checkboxes) contribute to mastery of the second level competencies (in bold).

4a

Plan to evaluate business results

completed in **assessing performance needs 4d**

- ☐ Identify pre-training (benchmark) business measures
- ☐ Recommend how post-training results should be assessed against benchmark data
- ☐ Determine timing for evaluation and resources required

4b

Identify business measures

completed in **assessing performance needs 2d**

- ☐ Write statements describing:
 - The observable outcome desired
 - The conditions under which the outcome may be achieved
 - The business measures that will indicate whether the outcome has been achieved
 - The targeted level of that business measure, if appropriate
- ☐ Validate business measures

4c

Assess business results

- ☐ Gather data to identify gaps between pre-training, current and desired performance outcomes
- ☐ Identify factors other than performance outcomes that might impact business results
- ☐ Assess impact of training on performance outcomes and subsequent business results

4d

Recommend changes based on evaluation of business results

- ☐ Identify potential changes to training design and facilitation based on how training and performance outcomes have impacted business results
- ☐ Identify potential changes to support for transfer of learning based on how training and performance outcomes have impacted business results
- ☐ Determine feasibility of identified changes
- ☐ Recommend changes to improve impact of training on performance outcomes and subsequent business results

4 Evaluate business results

Key Outputs and Quality Criteria

Mastering these competencies typically involves producing the following outputs. The criteria indicate what would make the output appear to be high quality.

Key Outputs	Quality Criteria
Plan to evaluate business results	<ul style="list-style-type: none"> • Plan identifies what data will be gathered and analyzed • Plan identifies when evaluation will be conducted • Plan includes benchmarks of pre-training business results • Plan includes estimate of resources required to implement evaluation plan
Assessment of business results	<ul style="list-style-type: none"> • Gap between pre-training, current and desired business results identified • Results stated in terms of specific business measures • Results based on accurate and reliable data and sound analysis • Cause-effect relationships determined among training, performance outcomes and business results • Assessment determines appropriateness of business measures in light of actual business results
Recommended changes to training solutions (including support for transfer)	<ul style="list-style-type: none"> • Recommendations based on analysis of how training has impacted performance outcomes and subsequent business results • Recommended changes support achievement of desired performance outcomes • Recommendations realistic for organization and work unit

1 Evaluate learner reaction	2 Evaluate achievement of learning objectives	3 Evaluate transfer of learning	4 Evaluate business results
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selected bibliography

This selected bibliography provides further information about the topics discussed in the introductions to the competencies. It primarily includes recent references, as well as a small number of classic books on training, which guided the team in preparing these *Competencies*.

If you are using the *Competencies* for purposes such as deepening your understanding of one more specific competencies, you might find consulting these publications helpful in that quest.

If you are studying for the CSTD certification exam, you should read the books on the specially selected Exam Resource List provided to Certification candidates (marked with *).

	assessing performance needs	designing training	facilitating training	supporting transfer of learning	evaluating training
Books					
* Barbazette, Jean. <i>Training Needs Assessment: Methods, Tools, and Techniques</i> . Pfeiffer, 1st ed. 2006 (ISBN-10: 0787975257).	✓				
Bloom, Benjamin S. <i>Taxonomy of Educational Objectives, the classification of educational goals</i> . Longman Pub Group; 1956 (ISBN-10: 0679302093)		✓	✓		✓
* Broad, Mary L. <i>Beyond Transfer of Training: Engaging Systems to Improve Performance</i> . Pfeiffer; 2005. (ISBN-10: 470448180).		✓		✓	✓
Colvin Clark, Ruth. <i>Evidence-Based Training Methods: A Guide for Training Professionals</i> . ASTD Press; 2010. (ISBN-12: 9781562867041).		✓	✓		✓
* Colvin Clark, Ruth, and Richard E. Mayer. <i>E-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning</i> . Pfeiffer; 3rd ed. 2011 (ISBN-978-0-470-87430-1).		✓			
Driscoll, Margaret. <i>Web-Based Training: Using Technology to Design Adult Learning Experiences</i> . John Wiley & Sons Canada, Ltd.; 1st ed. 1998 (ISBN-10: 0787942030)		✓			✓
Gagne, Robert M., Walter W. Wager, Katharine Golas, and John M. Keller. <i>Principles of Instructional Design</i> . Wadsworth Publishing; 5th ed. 2004 (ISBN-10: 0534582842)		✓	✓		✓
Gillis, Lynette. <i>Quality Standards for Evaluating Multimedia and Online Training</i> . McGraw-Hill Ryerson. 1st ed. 2000 (ISBN-10: 0070863857).		✓	✓		✓
Lee, William W., and Diana L Owens. <i>Multimedia-Based Instructional Design</i> . Pfeiffer; 2nd ed. 2000 (ISBN-10: 0787970697).		✓			✓
* Kirkpatrick, Donald L. and James D. Kirkpatrick. <i>Evaluating Training Programs: The Four Levels</i> . Berrett-Koehler Publishers; 3rd ed. 2006 (ISBN-10: 1576753484).					✓
* Kirkpatrick, Donald L. <i>Transferring Learning to Behaviour</i> . Berrett-Koehler Publishers, Inc.; 1st ed. 2005 (ISBN-10: 1576753255)				✓	
Knowles, Malcolm. <i>The Modern Practice of Adult Education</i> . Cambridge Book Co; Revised ed. 1981) (ISBN-10: 0842822135)	✓	✓	✓		✓

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selected bibliography cont'd

		assessing performance needs	designing training	facilitating training	supporting transfer of learning	evaluating training
Books						
* Mager 6-pack (comes as set of 6 books)	Mager, Robert F. <i>Goal Analysis: How to Clarify Your Goals So You Can Actually Achieve Them. Center for Effective Performance</i> ; 3rd ed. 1999 (ISBN-10: 1879618044).	✓				
	Mager, Robert F. <i>How to Turn Learners On... Without Turning Them Off: Ways to ignite Interest in Learning. Center for Effective Performance</i> ; 3rd ed. 1997 (ISBN-10: 1879618184).			✓		
	Mager, Robert F. <i>Making Instruction Work: A Step-By-Step Guide to Designing and Developing Instruction That Works. Center for Effective Performance</i> ; 3rd ed. 1997 (ISBN-10: 1879618028)..		✓	✓		
	Mager, Robert F. <i>Measuring Instructional Results. Center for Effective Performance</i> ; 3rd ed. 1997 (ISBN-10: 1879618168).					✓
	Mager, Robert F. <i>Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction. Center for Effective Performance</i> ; 3rd ed. 1999 (ISBN-10: 1879618036).		✓			
	Mager, Robert F., and Peter Pipe. <i>Analyzing Performance Problems. Center for Effective Performance</i> , 3rd ed. 1999 (ISBN-10: 1879618176).	✓				
* Morrison, Gary R., Steven M. Ross, Howard K. Kalman, and Jerrold E. Kemp. <i>Designing Effective Instruction. Wiley</i> ; 6th ed. 2011 (ISBN-13: 978-0-470-52282-0).		✓	✓	✓		✓
* Pike, Robert W. <i>Creative Training Techniques Handbook: Tips, Tactics, and How-Tos for Delivering Effective Training. Human Resource Development Press</i> ; 3rd ed. 2003 (ISBN-10: 874257239).				✓		